



BUILDING YOUNG WOMEN'S LEADERSHIP THROUGH SPORT

2013–2015

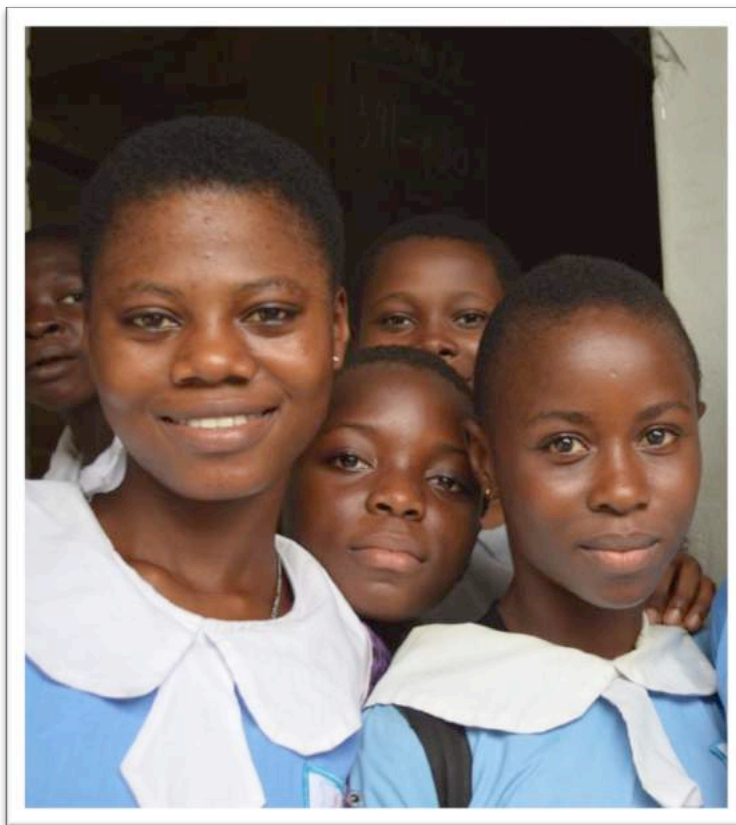
Programme Evaluation



Moving the Goalposts, Kenya

What I really appreciate about being a Goal girl is the focus it has given me; teaching me how to manage my time for my chores and academics; gaining skills on how to calculate my period, taking care of myself during menstruation and above all I talk to my peers without shame about menstruation, HIV/AIDS and join my brother and our cousins to play ball without feeling awkward or that they will laugh at me.

Beneficiary, Nigeria



Youth Empowerment Foundation, Nigeria

PARTNERS

Donor:

Department for International Development (DFID)

Implementing Partners:

The Naz Foundation, India

Moving the Goalposts (MTG), Kilifi Kenya

BRAC Bangladesh

BRAC Uganda

National Organisation for Women in Sport Physical Activity and Recreation (NOWSPAR), Zambia

Youth Empowerment Foundation (YEF), Nigeria

Sadili Oval, Kenya

KMG, Ethiopia

Research and Evaluation Partners:

International Centre for Research on Women (ICRW)

Avance Impact

EXECUTIVE SUMMARY

Building Young Women's Leadership through Sport (BYWLTS) was a three-year programme with the objective of increasing the leadership of adolescent girls and young women (AGYW) in formal and informal decision making processes. **Women Win worked closely with eight partner organisations in seven countries to deliver quality sport and life skills programmes to over 65,000 AGYW.** In addition, AGYW were provided with opportunities to practise leadership through a mentorship programme and by learning how to create their stories through Digital Storytelling.

A Collective Impact framework was developed and extensive monitoring and evaluation conducted throughout to understand the impact that the BYWLTS programme had on partner organisations, AGYW and their communities. In addition, external evaluation consultants conducted additional quantitative analysis to validate results and test statistical significance. **Overall, AGYW had significantly improved knowledge, attitudes and behaviours related to key rights issues** including their sexual and reproductive health and rights (SRHR), gender based violence (GBV) and economic empowerment (EE). **Indicators around leadership showed a significant improvement**, with 9 out of 10 AGYW agreeing with the statement "I am a leader" in the endline questionnaire.

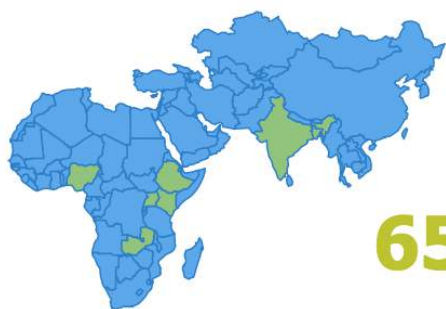


BRAC, Uganda

Community attitudes that had been critical of girls playing sport began to shift. Community Impact Assessments conducted by independent consultants with implementing partners in each BYWLTS country found that when AGYW were able to publicly display their skills on the sports field and confidently share new life skills information, community attitudes around what girls and women are capable of began to change, demonstrating the power of sport programmes to break down gender norms. Relationships between parents and AGYW improved and roles in their household shifted, with many AGYW given additional responsibilities such as running the family budget. **Ninety-seven percent of parents interviewed had an improved perception of their daughter as a leader.** All implementing partners reported strengthened organisational capacity following the programme. In particular, they were better placed to deliver high quality and safe sports programmes for AGYW and to effectively measure the impact of their programmes.

Overall the BYWLTS programme provided valuable insight into key elements of successful programming for AGYW, particularly the effectiveness of sport as a tool for educating and empowering AGYW and the importance of reaching girls when they are in early adolescence. In order to better understand the long-term impacts that sport and life skills programmes have on developing and improving the lives of AGYW, more investment and research is required. Interventions should be girl-focused and take a long-term perspective to support leadership development over time. It is crucial to engage communities and key stakeholders in more strategic and targeted ways in a coordinated effort to ensure AGYW receive more consistent messaging and support.

BYWLTS AT A GLANCE



3 years
7 countries
65,469 girls reached

After participating in a sport and life skills programme,



9 out of 10
 girls say they are a leader

9 out of 10
 know that a woman has the right to say no to sex

70%
 know where to get money to start a business

97%
 of parents have an improved perception of their daughter as a leader

8 out of 10

now know how to prevent pregnancy, compared to only 3 out of 10 before



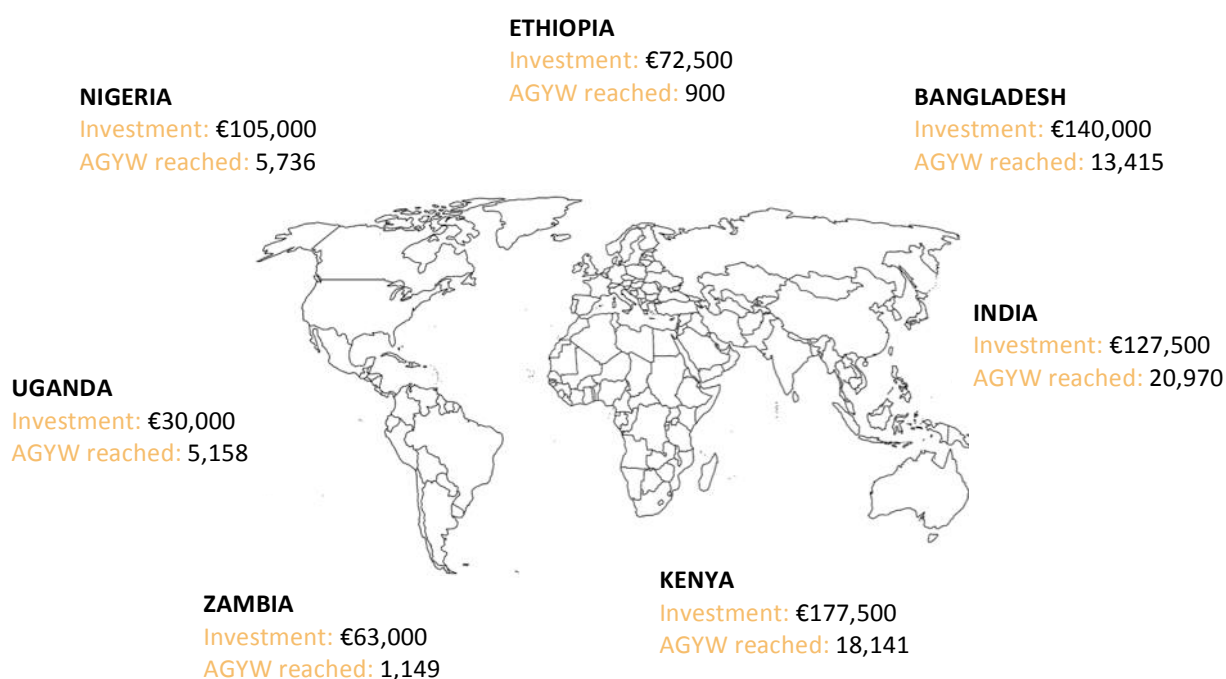
INTRODUCTION

What is the Building Young Women's Leadership Through Sport (BYWLTS) Programme?

BYWLTS was a three-year (2013-2015) programme implemented by Women Win and funded by the UK government's Department for International Development (DFID) focussed on building the leadership skills of adolescent girls and young women (AGYW) using a sport and life skills approach. To implement the programme, Women Win worked closely with eight local partner organisations in India, Bangladesh, Nigeria, Zambia, Ethiopia, Uganda and Kenya, building their capacity to deliver quality and scalable programmes.

BYWLTS was a component of DFID's Leadership for Change programme, which set out to help girls and women in targeted developing countries have greater leadership, decision-making and participation opportunities at all levels of society, and in all aspects of their lives. Through BYWLTS, Women Win successfully provided safe spaces for AGYW to learn critical life skills and a playing field for them to develop and practise their leadership.

Amount of funds re-granted and number of AGYW participating in sport and life skills sessions per country



All partner organisations based their programming on quality sport and life skills curricula. Over 3 years, a total of 65,469 AGYW participated in these programmes. Additionally, BYWLTS provided further opportunities for AGYW to exercise their leadership, including facilitating a mentorship programme and using the Digital Storytelling methodology to empower AGYW to share their stories.

Who Benefitted from the BYWLTS Programme?

Adolescent Girls and Young Women (AGYW)

Outcome: Increased life skills and leadership among adolescent girls and young women

Girls and women have second-class status in many parts of the world due to cultural norms and societal structures. Limitations placed upon adolescent girls restrain them from fulfilling their potential, leaving them generally less educated, less healthy and less free than their male counterparts. Through the BYWLTS programme, AGYW were equipped with life and leadership skills and empowered to achieve their rights. AGYW learnt how to assert themselves, use their voice, and make decisions. By playing sports, AGYW had the opportunity to become physically stronger, healthier and develop a greater ownership and understanding of their bodies. With a safe place to grow, they developed critical life skills, connected with peers for social support and gained access to positive female role models, such as trained coaches.



Moving the Goalposts, Kenya

Organisations

Outcome: Increased capacity of partner organisations to deliver quality and scaled sports programmes for adolescent girls and young women

Women Win worked with local partner organisations that directly implemented sport and life skills programmes with AGYW. In addition to training staff and coaches to deliver sport and life skills curricula, Women Win invested in organisations as a whole: strengthening their monitoring and evaluation capacities, assisting them to improve their organisational systems and helping them grow their networks.

Communities

Outcome: Improved community perceptions about girls and women related to sport and leadership

Communities benefit when girls and women are healthier, educated and economically empowered. However, in order for AGYW to achieve their rights, it is often necessary to shift socio-cultural norms and attitudes towards the roles of girls and women in their societies. To be seen as leaders, AGYW must have a community that recognises their potential and supports their development. When AGYW play sport, they challenge socio-cultural norms and gender stereotypes. Victories, sport kits, leadership positions can shift AGYW's status within her community, from being a liability to source of pride and economic potential.

THE BYWLTS PROGRAMME

Developing Leadership Through Sport

Women Win believes that **SPORT** has unique elements that are instrumental in developing the leadership of girls and young women. Sport cultivates the leadership skills inherent in girls and young women, creates an enabling environment in which they practise leadership skills and allows them to actively use their knowledge and skills to drive change in their own life and in their community.

Women Win defines a girl's leadership as her ability to exercise her rights and drive change. The BYWLTS programme promoted leadership through a process (*Prepare, Practice and Play*) of building four key competencies (*Self Confidence, Vision, Voice and Action*).

I AM SELF-CONFIDENT	<ul style="list-style-type: none"> Identify strengths and weaknesses as a leader and celebrate successes Take risks and step up to challenges Fail Forward Accept and value diversity
I HAVE VISION	<ul style="list-style-type: none"> See a better future Set and adapt goals Inspire and influence others
I USE VOICE	<ul style="list-style-type: none"> Communicate effectively Be assertive Be critical and self aware
I TAKE ACTION	<ul style="list-style-type: none"> Take action with integrity and empathy Make decisions and solve problems in a critical, empathetic and collaborative way Cope with emotions and stress Seek creative and innovative approaches

The **Prepare - Practise - Play** framework describes how leadership can develop through sport and life skills programmes:

Prepare A girl discovers and develops her skills and talents and becomes aware of her leadership potential. She accumulates knowledge and information. She finds the confidence to set challenging goals for herself and strives to live by her values.

Practise A girl connects and interacts with others, which means she learns to expand and strengthen her leadership potential and skills. Through interaction she learns how to team up, resolve conflicts and have healthy relationships.

Play A girl takes action, influences and motivates others by applying her skills. She creates change by acting and influencing change in her community.

The BYWLTS Programme consisted of a number of different of methods to build the leadership of AGYW.

Sport and Life Skills Curriculum

The Goal Programme is a gender specific life skills curriculum designed to transform the lives of AGYW by combining sports and life skills education. It was created by the Population Council and Standard Chartered Bank (SCB) and first piloted in 2006 in Delhi, India. Since 2011 Women Win has partnered with SCB to bring Goal to scale and increase sport and empowerment opportunities for AGYW around the world. The curriculum uses participatory, interactive and play-based methodologies to educate AGYW on critical life skills through four key modules:



All BYWLTS partner organisations used Goal or an existing curriculum that covered similar topics. Goal addresses issues facing AGYW all over the world, but at the same time it is flexible enough to adapt to local needs and contexts. BYWLTS partners were strongly encouraged to contextualise the activities to best suit the communities in which they operated.

Typically, AGYW met for two to four hours for weekly sport and life skills sessions over a ten-month period. For the BYWLTS programme, different sports were adopted to reinforce the life skills lessons: most notably football, netball and volleyball. Self-defence, karate and taekwondo were also used successfully in several countries. Partner organisations chose the mode of delivery which best suited their programme structure. For example, sessions were delivered in schools, community clubs or both.

Over the course of the three-year BYWLTS programme, 65,469 AGYW completed the sports and life skills curricula. AGYW who participated in the programme and displayed exceptional leadership qualities were selected as Goal Champions or Peer Leaders, who took on positions of responsibility within the programmes.

Digital Storytelling (DST)

Digital Storytelling (DST) is a workshop-based methodology where participants create a short video to tell their story. The storyteller has control over the medium, words, pictures and music. The process of creating digital stories is as powerful for the storyteller as the end product is for the audience. Through the BYWLTS programme, Women Win held 7 DST workshops with peer leaders, coaches and staff from partner organisations. Many of the 58 participants trained directly by Women Win went on to run additional DST workshops within their organisations, building the capacity of a further 375 AGYW to tell their stories. The videos are shared broadly [online](#) and were used in a six-part podcast series produced in 2015, *Push Play*.

Mentorship Programme

Women Win's [Young Women in Sport Mentorship Programme](#) brought together young emerging women leaders in the sport for development field from Africa and Asia, and connected them with international mentors in order to develop their leadership and work towards personal and professional goals. The programme began with a Leadership Camp in Amsterdam. Young Leader Fellows (YLF) were joined by mentors as they built their leadership skills through DST, play and experiential activities; explored the integration of sport and leadership; and engaged in one-on-one mentoring activities. Through BYWLTS, 34 YLF took part in the Mentorship Programme, with a total of 4 international leadership camps delivered. After the camps, mentors and YLFs remained in contact through year-long online mentoring.

A key component of the Mentorship Programme was conducting a Community Change Project developed, planned and implemented by YLFs themselves in order to engage their community. The project allowed YLFs to identify problems in their organisations or communities and develop creative solutions to address them, all the while getting to practise and reinforce their leadership skills.

Community Engagement

An engaged local community is an essential component to implementing a successful sport programme for AGYW. Through the BYWLTS programme, Women Win supported partner organisations to include (AGYW-led) community engagement activities. Subsequently Women Win developed a Community Engagement Guideline along with a workshop toolkit to assist partner organisations with the community engagement process.

These tools enabled staff from partner organisations to:

- gain a deeper understanding of their communities, including important stakeholders within the community and their influence on AGYW in the programme
- define goals and objectives for their community engagement and align them with the programme objectives
- develop a strategy based on those objectives, prioritising the development of AGYW's leadership at the community level
- identify the appropriate community engagement tools based on their strategy and community context.

EVALUATING THE BYWLTS PROGRAMME

COLLECTIVE IMPACT

In order to measure what changes occurred as a result of the BYWLTS programme, Women Win used the Collective Impact approach. A shared measurement system and tools were used by all partner organisations, and there were continuous opportunities for Women Win and partners to learn from each other during the course of the programme. During the three years of implementation, the impact measurement systems were developed and refined, and new ways of measuring change were adopted. Key elements of our Collective Impact Toolkit are described below.

Baseline and Endline Questionnaires

The primary quantitative data collection tool to measure changes in AGYW was the Programme Participant Baseline and Endline questionnaire, which was developed by Women Win in partnership with the International Centre for Research on Women (ICRW) for the BYWLTS programme. Partner organisations administered the questionnaire with AGYW before they started the programme (baseline) and then again when they had completed the programme (endline) to assess changes in participants in relation to the thematic areas listed below. In 2014, following feedback from our partners, the questionnaires were updated to better capture changes in AGYW. An external consultant, Avance Impact, provided support to assess the statistical significance of the quantitative results for the final programme evaluation.

The questionnaires measured change in the following thematic areas:

Thematic Area	Indicators
Sport	Increased confidence to move and participate in sport
Leadership	Improved leadership skills and self-perception as a leader
Gender Based Violence (GBV)	Increased knowledge of GBV and improved attitude towards gender equity
Sexual and Reproductive Health and Rights (SRHR)	Increased knowledge of sexual and reproductive health, increased access of health services and improved attitudes towards women's SRHR
Economic Empowerment (EE)	Increased financial literacy and budgeting and saving behaviours

Questionnaire Sample Size by Location

Bangladesh	898
Ethiopia	344
India	2082
Kenya	924
Nigeria	2189
Uganda	449
Zambia	471
Total	7357

**Only when the same AGYW completed both baseline and endline questionnaires were her results included in the sample.*

Salesforce

Salesforce is a cloud database system used by Women Win and partner organisations to manage data, from collection to analysis and reporting. This system increases accountability and allows measurement of the programme's Collective Impact. Women Win built the capacity of partner organisations in the BYWLTS programme to use Salesforce through workshops, online support and by developing a manual.

Observing Changes in AGYW

In order to understand the change that occurs in AGYW, Women Win developed a specific framework of indicators that measure changes in AGYW's Behaviour, Attitude, Condition, Knowledge and Status. Women Win defines the B.A.C.K.S. as representing changes in:

Behaviour: The way in which one acts, especially towards others.

Attitude: A settled way of thinking or feeling - a point of view - that shows a person's sense of self and values (attitudes inform behaviour).

Condition: The state of a person against a specific situation, context or circumstance which affects the way in which people live (for example, conflict, vulnerability, safety).

Knowledge: The facts, information and skills a person acquires through experience or education.

Status: A position in a community – the way others perceive you, or label you based on personal and particular characteristics.



BRAC, Bangladesh

Most Significant Change Stories

Most Significant Change (MSC) is a qualitative and participatory technique involving the collection of stories of significant change from the perspective of programme beneficiaries or any other

stakeholder. Each story represents the storyteller's interpretation of the impact that the programme had on them, which is then reviewed by a group who selects the stories they feel are the most significant. The process offers an opportunity to hear the voices of a diverse range of stakeholders including programme participants, coaches, field staff, facilitators, teachers, parents and community members.

Women Win created a MSC guide and provided training to dozens of coaches and staff from partner organisations to enable them to collect and select stories of most significant change from their programmes and communities. There was a strong uptake of the approach by BYWLTS partner organisations due to the opportunity the tool provided for reflection among various stakeholders and the increased rigour of MSC compared with typical case-study approaches.

Community Impact Tool

In 2014, Women Win developed a community impact tool with support from ICRW. The following year, all BYWLTS partner organisations conducted Community Impact Assessments with parents and guardians of AGYW in their programmes. The purpose was to gather insight into the programme's impact on AGYW and the shift in parent's perceptions of girls as athletes and leaders. This was a mixed method tool consisting of both quantitative and qualitative questions, administered through interviews by locally recruited independent consultants. In total, 196 interviews were conducted, the majority with mothers and female guardians (75%).

MEASURING ORGANISATIONAL CHANGE

7C Partner Capacity Assessment

Women Win utilised an adjusted version of the '5 Capabilities' framework developed by the European Centre for Development Policy Management (ECDPM) for assessing the organisational capacity of partner organisations. Two additional capabilities were added, specific to providing high quality and safe sports programmes for AGYW and demonstrating impact. Women Win administered the 7C tool with BYWLTS partner organisations in a process that prioritised dialogue, sharing and joint responsibility for capacity development. Completing the 7Cs regularly with partners allowed changes in organisational capacity to be tracked over time.

Partnership Reflection Survey

In a healthy partnership, reviews and surveys are a regular feature. They are used as a basis to confirm the value of the partnership to the different partners, to identify potential challenges at an early stage and to examine whether the partnership is operating efficiently. In order to collect such information, in 2015, Women Win distributed a Partnership Reflection survey to 27 partners in 18 countries, including partners involved in the BYWLTS programme. This review was a mixed method tool comprised of 30 questions, which considered the partnership across the four areas of set-up and design; efficiency and effectiveness; added value; and synergy.



Moving the Goalposts, Kenya

RESULTS

Sport

After participating in the BYWLTS programme, AGYW started playing more sport (outside the programme) and their confidence in their sport skills increased. Sport also proved to be a good way to engage youth in life skills education, with one-quarter of AGYW identifying sport as the main reason they joined the BYWLTS programme.

Partner organisations reported that through playing sport, AGYW learned how to work as a team and resolve conflicts. Coaches saw an increase in AGYW's self-esteem and improvement in their body image. Many parents attributed their daughters' improved health and focussed attitude to them playing sport in the programme.

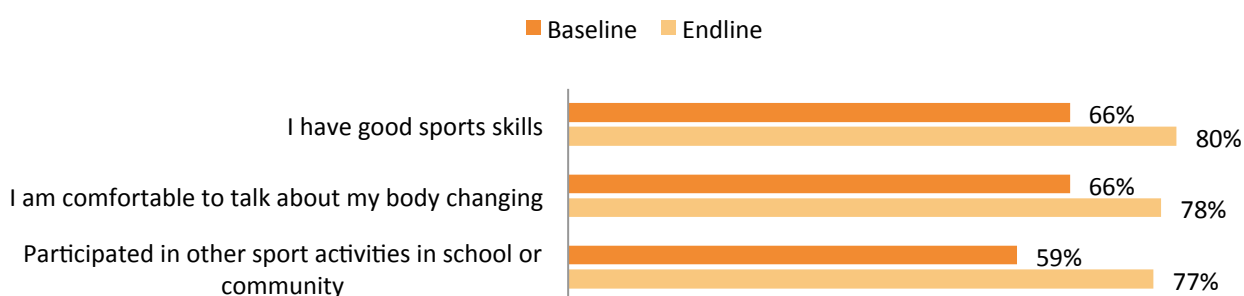
Our qualitative research also found that when AGYW were able to publicly display their skills on the sports field, community attitudes around what girls and women are capable of began to change. This demonstrates the power of sport to break down gender norms.

98% of parents report that their daughter has become more physically active after participating in the programme

Boys and girls both have two legs, two hands, two eyes and two ears. To play football, what you need is legs, hands, eyes and ears. I am now one of those parents who wants to make sure that my daughter pursues her dream and as a parent, I will support her.

Mother, Zambia

Figure 1: AGYW responses to sport questions



I love playing netball and Goal has helped me develop my personality by teaching me the value of punctuality, team spirit, discipline, leadership, communication and more importantly to have the sportsman, no, "sportswoman" spirit to play the game right and let losses inspire me to strive for victory.

Beneficiary, India



BRAC, Bangladesh

Leadership

After participating in the programme, there was a significant improvement in AGYW's leadership scores, with increased confidence in communicating, asking for support and standing up to peer pressure, and more AGYW having role models in their communities. During the Community Impact Assessment, many parents reported that their daughter's confidence had grown and that she was more able to make decisions and voice her opinions.

I was always shy, not able to communicate to anybody or face the people whom I was talking to. But it has been different since I joined MTG. I have been able to face people and ask for what I want or tell them what is right and wrong.

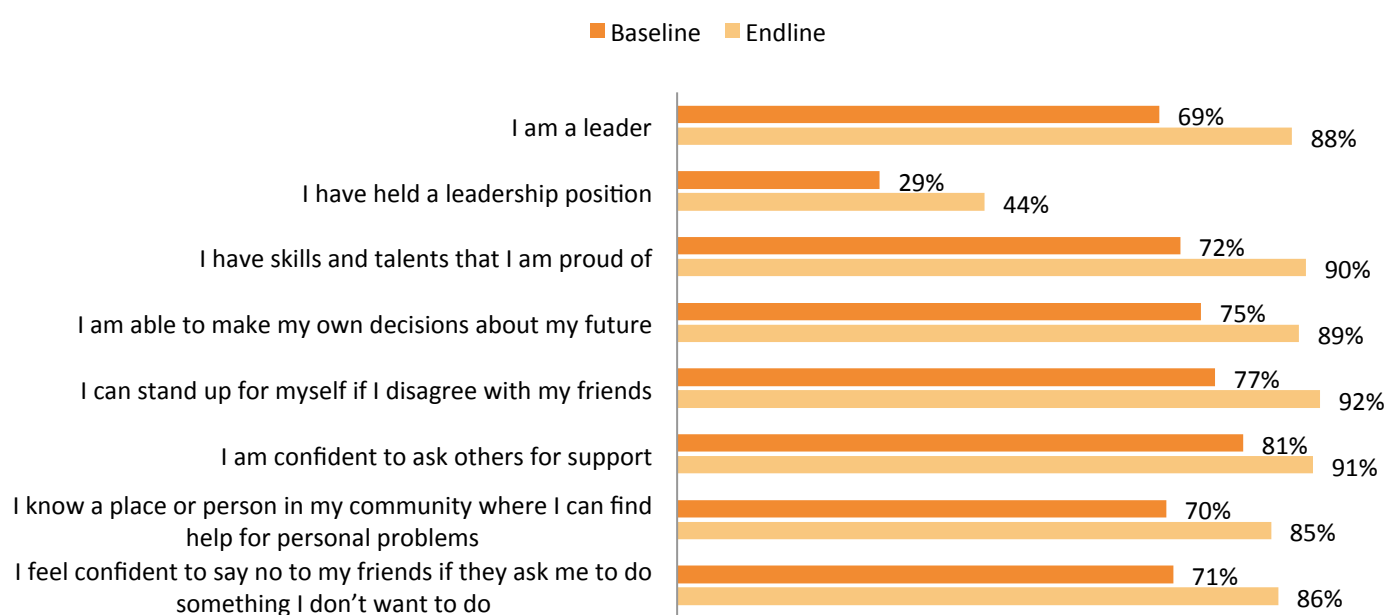
Beneficiary, Kenya

65% of AGYW had improved leadership scores after participating in the programme*

**Thematic scores are determined using a selection of items from the questionnaires and calculating the proportion of respondents that had improved responses between baseline and endline*

As can be seen in Figure 2 below, AGYW obtained high leadership scores, even before they started the programme. This may be due to the fact that to participate in the programme, AGYW often already need to show leadership in order to negotiate with their parents and overcome negative attitudes around girls and sport. However, the programme gave AGYW further opportunity to develop their leadership skills, with 8% taking on positions of responsibility in their sport programmes. Qualitative research also showed that by building leadership in AGYW, they became empowered to exercise their rights and act on the life skills knowledge they gained during the programme.

Figure 2: AGYW responses to leadership questions



Sexual and Reproductive Health and Rights (SRHR)

76% of AGYW had improved SRHR scores after participating in the programme

I know more about menstruation and about prevention of pregnancies and sexually transmitted diseases. It is significant to me because I understand my body more and I don't have to worry about getting pregnant and getting infected with different STIs when I become sexually active.

Beneficiary, Zambia

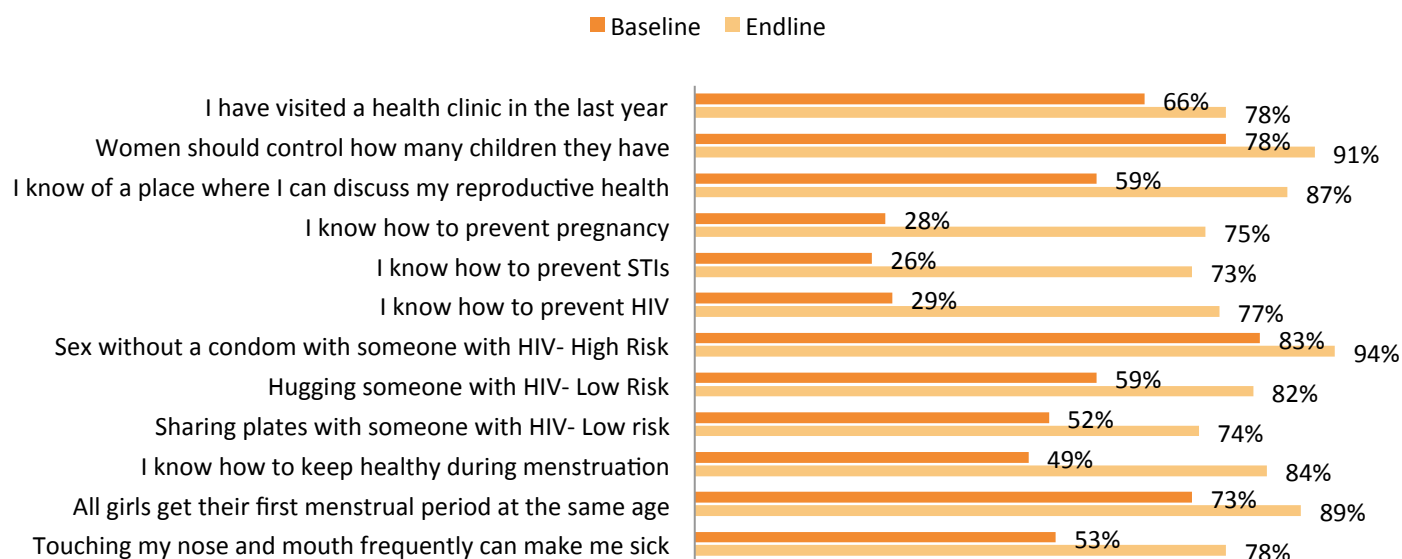
Quantitative data from the questionnaires showed that after completing the programme, AGYW had the most significant improvement in questions related to SRHR. At baseline their knowledge was very limited, with the majority unaware of how to prevent pregnancy and avoid contracting STIs or HIV. However, by the end of the programme, most AGYW not only felt able to prevent pregnancy, STIs and HIV, they knew of places in their communities where they could access sexual health services.

Before the project some girls were absent from school during their menstruation, they missed classes and excluded themselves from social activities like sport. However, after they took the life skills sessions they became aware of their personal hygiene, were able to join their peers freely and stopped being absent from school.

Programme Manager, KMG Ethiopia

The qualitative research provided insight into how this improved SRHR knowledge has made a lasting impact on the lives of AGYW. Programme staff reported that because AGYW know how to better manage their periods, they now attend school more regularly. Their increased awareness of pregnancy prevention and ability to avoid unintended pregnancy has led to more AGYW staying in school longer and completing their education.

Figure 3: AGYW responses to SRHR questions

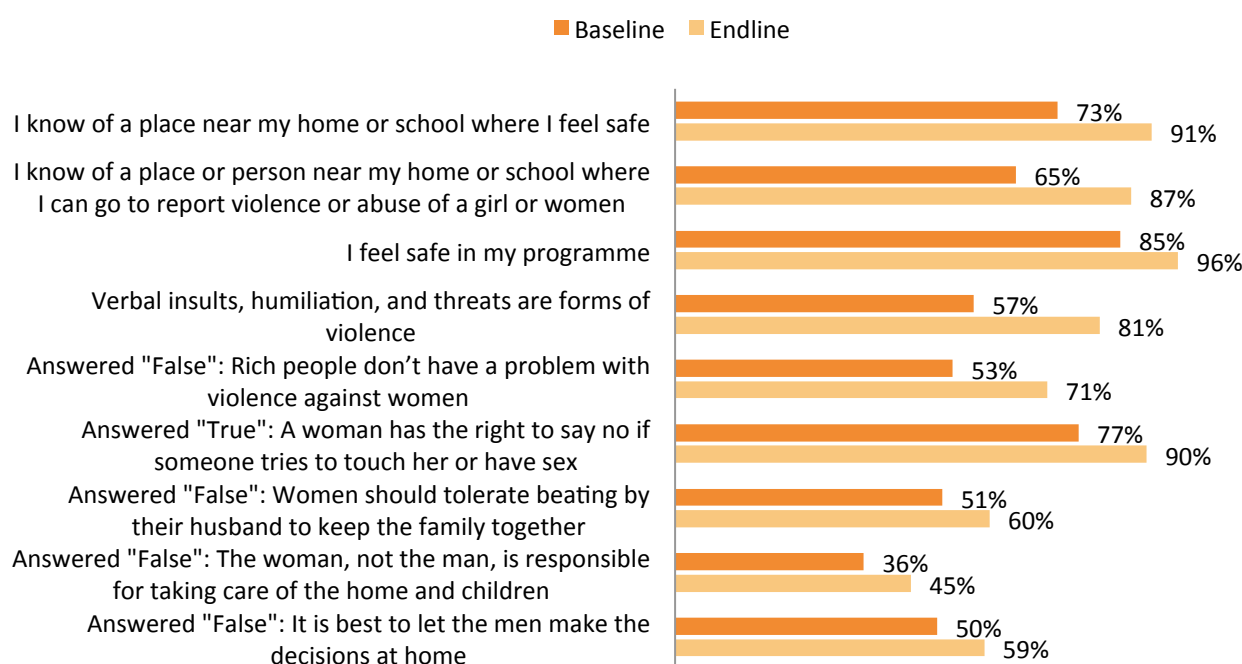


Gender-Based Violence (GBV)

A significant improvement was seen in AGYW's responses to questions about GBV and gender equity, after completing the programme. Questions that evaluated AGYW's knowledge of what violence was and where they could report it improved the most, compared to questions assessing deeply entrenched attitudes related to gender equity that shifted less. Interviews with parents and staff from partner organisations revealed that AGYW had begun to take action and report violence against themselves and other girls and women in their communities. In Bangladesh, with the highest rate of marriage involving girls under 15 in the world, AGYW who had been through the BYWLTS programme are beginning to stand up to their parents, refusing to marry before completing their education.

70% of AGYW had improved GBV scores after participating in the programme

Figure 4: AGYW responses to GBV questions



Early marriage is common in our family; when a girl is 14 or 15 years old then we give her marriage. But my daughter declared that she will not get early marriage. She explains the disadvantages of early marriage to us and now we realize it. She is determined to complete her study.

Parent, Bangladesh

Through the sessions on GBV girls report a better understanding of the meaning of violence. Since in Indian society, domestic violence is normalised and most girls also believe that it's okay for their parents, teachers and elders to shout at them and even punish them. Thus even the realisation that verbal abuse is also a form of violence is a big achievement for the programme.

Programme Director, Naz India

Economic Empowerment (EE)

Women Win defines EE broadly in terms of returning to and continuing education or training, gaining meaningful employment, and entrepreneurial activities. Before participating in the BYWLTS programme, few AGYW knew about budgeting and saving, or where they could get loans to start a business. However, after the programme their financial literacy increased considerably. This new knowledge led to changed behaviours, with more AGYW visiting banks and depositing money, writing budgets and planning for their futures. Our qualitative data demonstrates that many AGYW have started saving money to buy sanitary products and school supplies and some have even established their own businesses. This demonstrates that the BYWLTS programme provided AGYW with a strong platform to learn about issues related to EE as well as the confidence to act on this knowledge. Parents frequently reported that after participating in the BYWLTS programme their daughters have become more focussed in school, improved their grades and formed clear ideas about their future career paths.

71% of AGYW had improved EE scores after participating in the programme

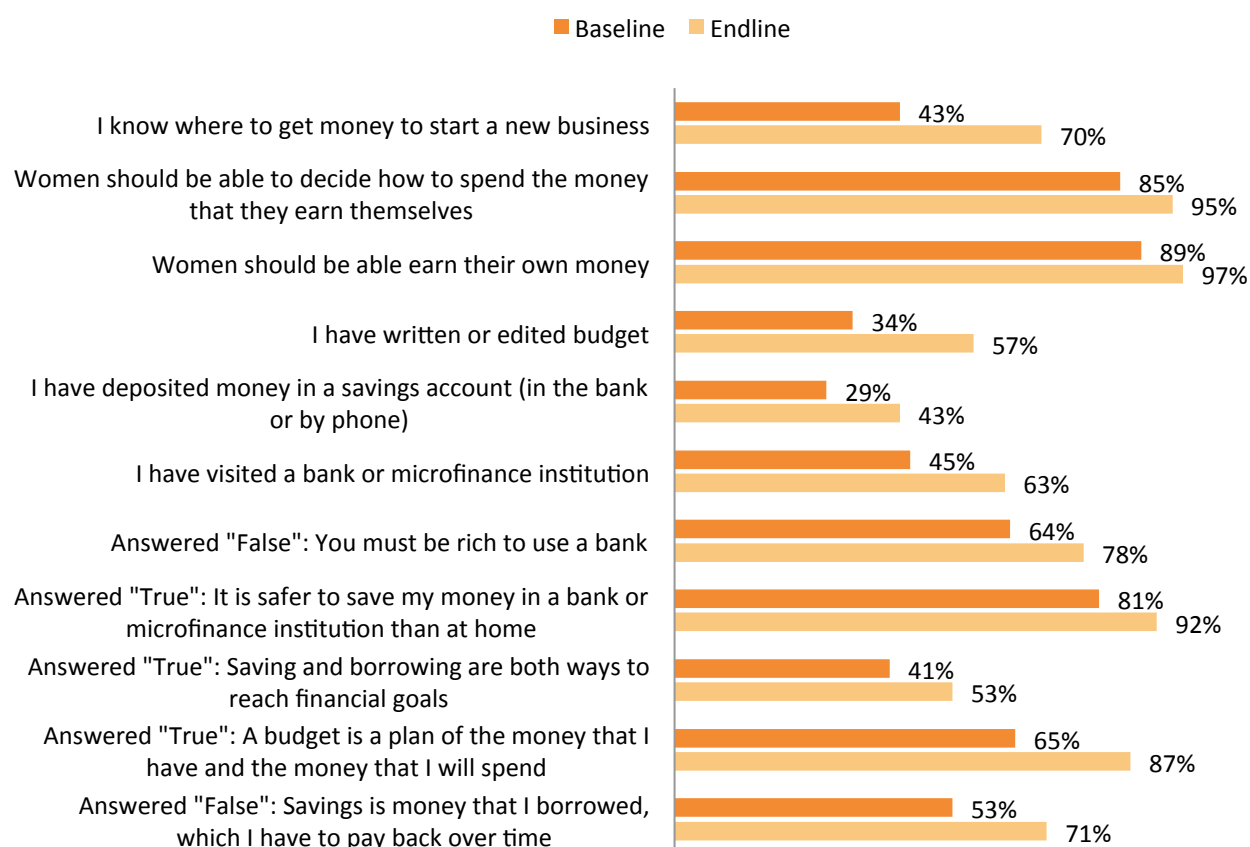
I used to spend my money carelessly. In fact, it has never occurred to me that a person can save some money for future expenses; I thought money comes every day and also should be spent every day. But now I save fifty naira every day to enable me to start up my knitting trade and to get myself some school supplies.

Beneficiary, Nigeria

After learning about saving and other financial skills, my daughter was advised to get a loan and start up a business which she did. Despite being shy before joining the programme she is now an entrepreneur owning a salon. This has made me so proud of her.

Mother, Uganda

Figure 5: AGYW responses to EE questions



Multiplier Effect

Women Win believes that when a girl understands her rights and believes in herself, she has the knowledge, skills and determination to improve her life as well as the lives of others. Evidence from the BYWLTS programme showed the 'multiplier effect' in action. AGYW are sharing what they learnt about SRHR, GBV and EE with other family members and peers, assisting girls in the community that have had early pregnancies in Kenya and even preventing incidences of female genital mutilation (FGM) in Ethiopia.



KMG, Ethiopia

If every girl in the programme goes on to have a positive impact on 5 others in her community, then there are over 300,000 indirect beneficiaries of the BYWLTS programme

She used to be a very shy girl. That shyness has gone and in its place is this assertive young girl who even advises me on how to run the house in terms of budgeting and saving money.

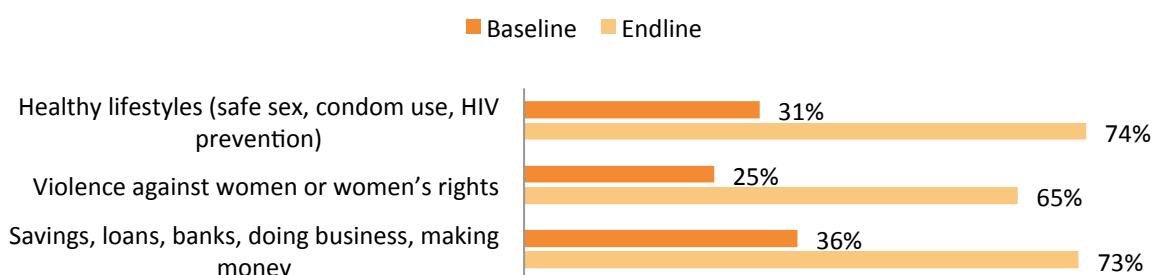
Mother, Zambia

The questionnaires also revealed that after participating in the BYWLTS programme, AGYW became more actively involved in their communities, with a large increase in AGYW participating in other educational or awareness raising activities outside of their sports programmes.

Even my mother now asks me to teach her what I learnt from the life skills sessions. I have realised that I have to teach my friends who have not gotten this opportunity both at school and at the sport fields. Now I am trying to do my best to tutor other girls with what I have learnt from the Goal project.

Beneficiary, Ethiopia

Figure 6: Involvement in the last 12 months in other school or community activities



Community Impact

The Community Impact Assessments conducted by implementing partners provided a deeper understanding of how the BYWLTS programme contributed to changes in both AGYW themselves and community perceptions of AGYW as leaders and athletes. Data analysis found that there were no statistically significant differences between males (fathers and male guardians) and females (mothers and female guardians) interviewed in the Community Impact Assessments.



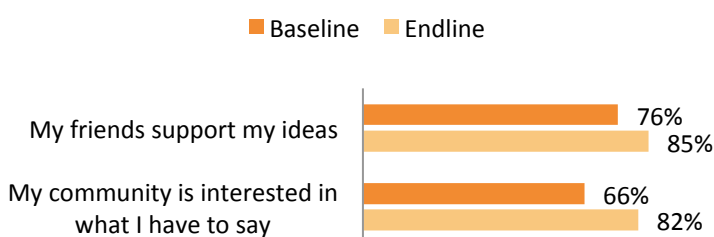
The Naz Foundation, India

The qualitative data demonstrated that parents' attitudes shifted primarily as a result of seeing changes in their daughter's confidence and life skills knowledge rather than through their direct contact with the programme. This finding may potentially have a significant impact on future programme design and effectiveness, especially when seeking to enhance AGYW's status in their families and communities.

Positions of Leadership in the Community

Since joining the BYWLTS programme, many parents reported that their daughters had taken up positions of responsibility in their communities. In addition to their sport programme, school and church were common places that AGYW were appointed to formal leadership roles, as well as taking on informal leadership roles among their friends and siblings. This supports the significant changes reported by AGYW who felt their friends and community were more interested in what they had to say after completing the BYWLTS programme.

Figure 7: AGYW responses to questions about their status in the community



Parents' responses

95% I trust and listen to my daughter more than I did one year ago

89% My daughter's friends trust and listen to her more than they did one year ago

88% The community trust and listen to my daughter more than they did one year ago

Better Relationships Between Parents and Daughters

An unexpected finding was that parents' relationships with their daughters often improved during the BYWLTS programme. Parents reported that communication was more frequent and open, and they felt there was more trust. Importantly, many daughters had started discussing life skills topics they had learnt about in the BYWLTS programme with their parents. Sixty-seven percent of parents had discussed issues around women's rights and gender based violence with their daughters in the past year.

She is now more open with me, discussing serious family issues and giving her opinion on what and how things should be done.

Father, Zambia

Changing Roles in the Home

Most parents reported that their daughter had improved leadership and life skills after the BYWLTS programme. Through the interviews it became apparent that, as these changes were recognised, the daughters' role in the home began to change. Improved financial literacy often led to AGYW being given the responsibility to manage the household budget, particularly in families where other members had limited knowledge of budgeting or saving. It was also frequently mentioned by parents that since participating in the programme, their daughter had taken on more traditionally "male" roles and responsibilities in the home.

My daughter is the 'Finance Minister' in the house. With her newly acquired knowledge on budgeting and spending, she is helping with house budgeting. She is always talking about saving and spending money on only 'important' things. We can see the programme is having a positive impact.

Mother, Zambia

My daughter is now helping make the important decisions that affect us as a family

Mother, Bangladesh

97% of parents have an improved perception of their daughters as leaders

Perception of Girls as Athletes and Leaders

As the relationships between AGYW in the BYWLTS programme and their parents improved and parents began to see their daughters excelling in positions of responsibility, their attitudes started to shift. After the programme, almost every parent interviewed had an improved perception of their daughter as a leader. In turn, many began to change their attitudes towards gender equity, with more positive opinions of what girls and women can achieve.

Furthermore, many parents and programme partners reported that although there was often initially criticism from the wider community towards AGYW participating in sports, after seeing the impact of the programme this began to change.

The biggest change I noticed was my daughter's behaviour: she became more confident. This also changed my perception not only about my daughter but about all girls and their potential once they are given the opportunity.

Mother, Uganda

When she joined I heard a lot of negative comments from people in our village. Now these same people praise her. She has become an active member of the community, and is trying to make a difference in the lives of others, especially young girls. People here used to say girls should not play sports, but now they have changed their mind after seeing all the good work my daughter and her friends are doing for the community.

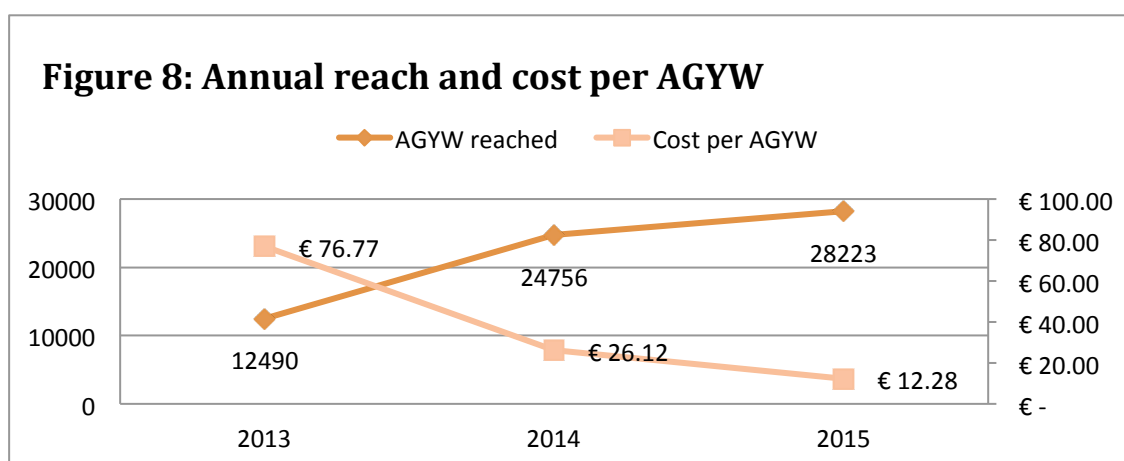
Parent, Bangladesh

Strengthening Organisations

The 7C tool demonstrated that all partner organisations had increased their capacity over the course of the 3 year programme. The most significant changes were those related to partner organisations' increased capacity to deliver high quality and safe sports programmes for AGYW and to measure the impact of their programmes.

The Partnership Reflection revealed the added value of Women Win as a partner in addition to identifying successes and challenges within the partnerships. All partner organisations valued the opportunity to reflect and provide feedback. Responses were forthright and honest, with the majority of respondents waiving anonymity. The review indicated that 97% of partners were highly enthusiastic about their partnership with Women Win and felt that both parties worked together effectively. Most challenges were related to the demands and requirements of the Collective Impact systems and the need for more support in Monitoring and Evaluation (M&E). Successes included the strengthening of organisational and staff capacity, particularly through workshops and visits.

Women Win also saw a substantial decrease in the cost-per-AGYW over the course of the programme, and a related increase in the programme's value for money. As displayed in Figure 8 below, costs reduced from €76.77 per AGYW in 2013 to €26.12 per AGYW in 2015. This was due, in part, to the increase in scale over the years, combined with partner organisations' increased capacity to run effective and efficient sport and life skills programmes.



Our organisation started working with Women Win 2 years ago when it had no proper governing structures, and guiding documentations like strategic planning and operational plan. So far with the help of Women Win our organisation is now very stable. Networks created through Women Win have enabled us to travel far and wide and to learn from others.

BYWLTS partner organisation

The whole partnership is more of listening and negotiating on how best to implement the activities together and that is why we feel the enthusiasm. We are in it together and it does not feel like a donor but a sister organisation yielding the results of high performance.

BYWLTS partner organisation

Digital Storytelling

Digital stories empower AGYW, giving them a voice, increasing their confidence and providing them with a way to share their life experiences.

DST seeks to have an impact on three levels:

1. A girl strengthens her leadership skills and builds her self-confidence
2. A girl efficiently uses her voice, negotiates and exercises her rights
3. A girl takes action and drives change

Every AGYW that participated in DST workshops run by Women Win reported an increased ability to tell her story. Partner organisations now use digital stories to engage the community and increase participation rates, advocate for AGYW and help with fundraising. Many partner organisations have integrated digital storytelling into their programmes. Digital stories can be viewed on [Women Win's website](#).

The Digital Storytelling training has resulted to digital stories becoming an integral part of MTG's programmes. It has provided MTG with valuable information about the impact of the programme with the unique stories of each of the girls. The DSTs have also been used to explain MTG's work.

Programme Manager, Kenya

I used to fear community meetings, because both men and women attended. The men would challenge me so much; they were against girls participating in sport. I didn't know how I could convince them to let girls play. Then, I had a chance to share my personal story with them. After seeing my story, they were all silent. After this, most of them gave their consent.

Young Leader Fellow, Kenya



Digital Storytelling Workshop, Amsterdam

Mentorship Programme

The 34 Young Leader Fellows (YLF) that completed the mentorship programme went on to support a further 277 AGYW through peer mentoring activities and Community Change Projects. Of the YLF, 94% reported an improvement in personal leadership skills such as increased confidence, improved public speaking, better negotiation skills and the ability to use their personal story for social change. In addition to their own personal development, many YLF were able to use their improved workplace skills to further strengthen the capacity of their organisations.

The leadership and mentorship programme model is now being integrated in two of the BYWLTS partner organisations as a result of YLF experiences in the programme.

For more information about the Leadership Camp and the Young Women's Mentorship Programme, visit [Women Win's website](#).



Mentorship Camp, Amsterdam

The Mentorship programme has helped them build on their confidence and they are now able to conduct community workshops. There has been a great improvement in time management, which is actually good for the organisation and the success of the project as a whole.

Programme Manager, Uganda

I had already been a leader, but now I learned how to use the potential that had always been in me. Slowly my work, my thinking, and my decision making started to change. Now I am confident to say; I am important and I can do this!

Young Leader Fellow, India

LESSONS LEARNED AND RECOMMENDATIONS

Develop Leadership And Economic Empowerment Pathways

Through the BYWLTS Programme, Women Win and partners developed the Leadership and Economic Empowerment Pathways (LEEP) strategy in order to further enhance the potential of sport programmes to build AGYW leadership and economic empowerment. The strategy has a double purpose; to ensure the development of individual leadership and economic empowerment, and to enhance programme and organisational sustainability, by maintaining quality while reducing costs.



Sadili Oval, Kenya

As evidenced by our evaluation, sport provides a unique platform for AGYW to practise and develop leadership.

Several partner organisations have demonstrated that, by prioritising AGYW's leadership, they can provide realistic economic opportunities for some AGYW within their own organisations. Those who are selected into leadership positions have opportunities to develop skills that are transferrable to any workplace, including teamwork, workplace protocols, communications, project management, computer literacy etc. Furthermore, those who earn salaries or stipends through paid roles in the programme learn to manage the income that they generate for themselves and their families.

Importantly, this strategy also decreases the cost-per-participant in the sport programme and ultimately has the potential to enhance organisations' sustainability. AGYW who have been through the programme provide realistic local role models for new participants and require less financial investment to perform their roles just as well as externally hired staff. Women Win will continue to build on the LEEP strategy by creating a toolkit that will support partner organisations to develop programmes with LEEP as a core design element.

Start Young

With increasing international attention being placed on women's leadership, especially with the new Sustainable Development Goals, it is essential to understand that women cannot, and will not, become leaders overnight. We need to start building leadership in girls, especially during their adolescence, when young people often start looking for ways to engage in the public sphere. Results from the BYWLTS programme have demonstrated the importance of providing life skills development and leadership opportunities to girls early on. Statistical analysis showed that age significantly affects AGYW's learning in the programme, with younger AGYW on average improving more than older AGYW between the baseline and endline questionnaires.

Practitioners must ensure that interventions are girl-focused and take a long-term perspective to support leadership development over time. Women Win's strategy of sport provides a unique playing field for AGYW to *Prepare, Practise, and Play*, as they grow from participants to peer leaders to staff members. We should prioritise partnerships with organisations that have strong institutional commitments and clear strategies for female leadership.

Challenging Gender Norms

The BYWLTS Programme resulted in meaningful changes to deeply entrenched gender norms and attitudes related to gender equity and GBV. For example, young members of girls' sports clubs in Ethiopia joined hands to prevent female genital mutilation (FGM) and early and forced marriage (EFM) amongst their teammates. AGYW in India and Bangladesh became significantly freer to move – both on the sporting pitch and in their communities, for example by taking public transport unaccompanied.

However, overall it was more challenging to show progress on these issues, compared to other areas such as leadership. We need continued, long-term programming and higher intensity interventions to make strong and consistent inroads into difficult gender issues. It is important to engage communities and key stakeholders in more strategic and targeted ways in a coordinated effort to ensure AGYW receive more consistent messaging about gender equity.

Sport for Girls' Education

Qualitative data from BYWLTS indicated that sport programmes can have a positive impact on AGYW's educational outcomes. Anecdotally, AGYW are more likely to attend school and continue until the end of secondary school so that they can participate in these programmes. There is also some evidence that parents in nearby communities want to send their children to schools where these programmes are implemented, in order to ensure their children have the opportunity to join and benefit from the activities.

Furthermore, many anecdotes have emerged that AGYW who participated in BYWLTS paid more attention in class, studied harder, and received better grades than before the programme. It is well evidenced that physical activity leads to improved mental acuity in addition to better mental health, so it doesn't come as a surprise that the reported changes in AGYW were attributed to these sport programmes. However, there needs to be more evaluation and research to better understand *to what extent* these changes can be attributed to these programmes and *how* these programmes are contributing to improved school retention and performance.

Changing Girls' Lives

The evidence demonstrates that these sport and life skills programmes significantly improve the knowledge, attitudes and behaviours of AGYW related to key rights issues including SRHR, GBV and EE. The next step is to measure the long-term impact on AGYW, after they have left the programme.

Do these AGYW have fewer unintended pregnancies? Are they able to better negotiate safe sex and do they have lower rates of STIs and HIV? Do they resist early and forced marriage more than their peers? Are they better placed to report GBV or, hopefully, to avoid it all-together? And are they more likely to continue their education, establish successful businesses and be more gainfully employed in the longer term?

These are difficult things to measure, and even more difficult to attribute to a single intervention. Effectively assessing these long-term outcomes will require investment from donors who are willing to fund longitudinal research and collaboration with appropriate research partners.

CONCLUSION

Overall, **the Building Young Women's Leadership Through Sport programme was successful in reaching the objective of building the leadership skills of adolescent girls and young women using a sport and life skills approach.** Additionally, the data shows that these AGYW shared their learning with their peers and community, resulting in improved community perceptions about girls and women related to sport and leadership. Through capacity building by Women Win and a successful partner approach, organisations involved in the implementation had an increased capacity to deliver quality programmes. The BYWLTS programme provided valuable insight into key elements of successful programming for AGYW, particularly the effectiveness of sport as a transformative tool for educating AGYW, the need to provide empowering environments, and the importance of reaching girls when they are in early adolescence.

Although more investment and research is needed to better understand the long-term impacts of a sport and life skills programme, the success of this programme provides a proven case for increasing the implementation of programmes such as this to build leadership in adolescent girls and young women.



Naz Foundation, India